

EdTech Leadership Briefing Paper

Strategic briefing paper for school leaders giving an overview of the landscape and implementation of education technology (EdTech) in UK schools.

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British Educational Suppliers Association &
Naace (the Education Technology Association)

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Executive Summary

Schools are facing a **rapidly changing digital world**, and it can be difficult for school leaders to keep up with the latest developments in education technology (EdTech) and how they can benefit teaching and learning. This briefing paper provides support and guidance to school leaders on the purchase, implementation, and use of EdTech, using data from the British Educational Suppliers Association's (BESA) annual EdTech survey.

The report highlights the **challenges that school leaders face** when it comes to implementing and using EdTech in their schools. These challenges include a lack of training and support, time to plan and implement EdTech initiatives, and a limited understanding of the potential benefits of EdTech. In addition, school leaders must also balance the need to provide their pupils with access to EdTech with the requirements of current school accountability measures.

In terms of **trends in EdTech spending** and investment, the report indicates that schools are dedicating increasing amounts of money to EdTech initiatives. However, the amount of money being spent on EdTech varies widely across different schools and regions. In terms of EdTech infrastructure, the majority of schools have good access to devices and internet connectivity, but there is still room for improvement in terms of the quality and reliability of these services. Many schools also lack robust EdTech infrastructure, such as a large high-capacity Wi-Fi network.

The **use of EdTech in schools** is increasing, with the majority of schools reporting that they use EdTech in their teaching and learning.

However, the extent to which EdTech is used varies widely across different schools and subject areas. For example, the use of EdTech is becoming increasingly common in secondary schools compared to primary.

To **help school leaders make informed decisions** about their school's EdTech infrastructure, the report provides a number of leadership questions for consideration. These include: What is the purpose of our EdTech investment? How do we ensure that our EdTech infrastructure is robust and reliable? How do we ensure that our staff have the necessary training and support to make effective use of EdTech in their teaching and learning? How do we measure the impact of our EdTech initiatives on pupil learning and achievement?

Overall, the findings of this briefing paper indicate that while **schools are making progress** in implementing and using EdTech, there are still significant challenges and **areas for improvement**. Many school leaders need further training and support, time to plan and implement EdTech initiatives, and a better understanding of the potential benefits of EdTech. In addition, there is still room for improvement in terms of EdTech infrastructure and the quality and reliability of device and internet access in schools. Despite these challenges, the use of EdTech in schools is increasing, and the majority of schools are dedicating budgets to EdTech initiatives. It is important for school leaders to continue to address these challenges and ensure that their schools are equipped to make effective use of EdTech in teaching and learning.

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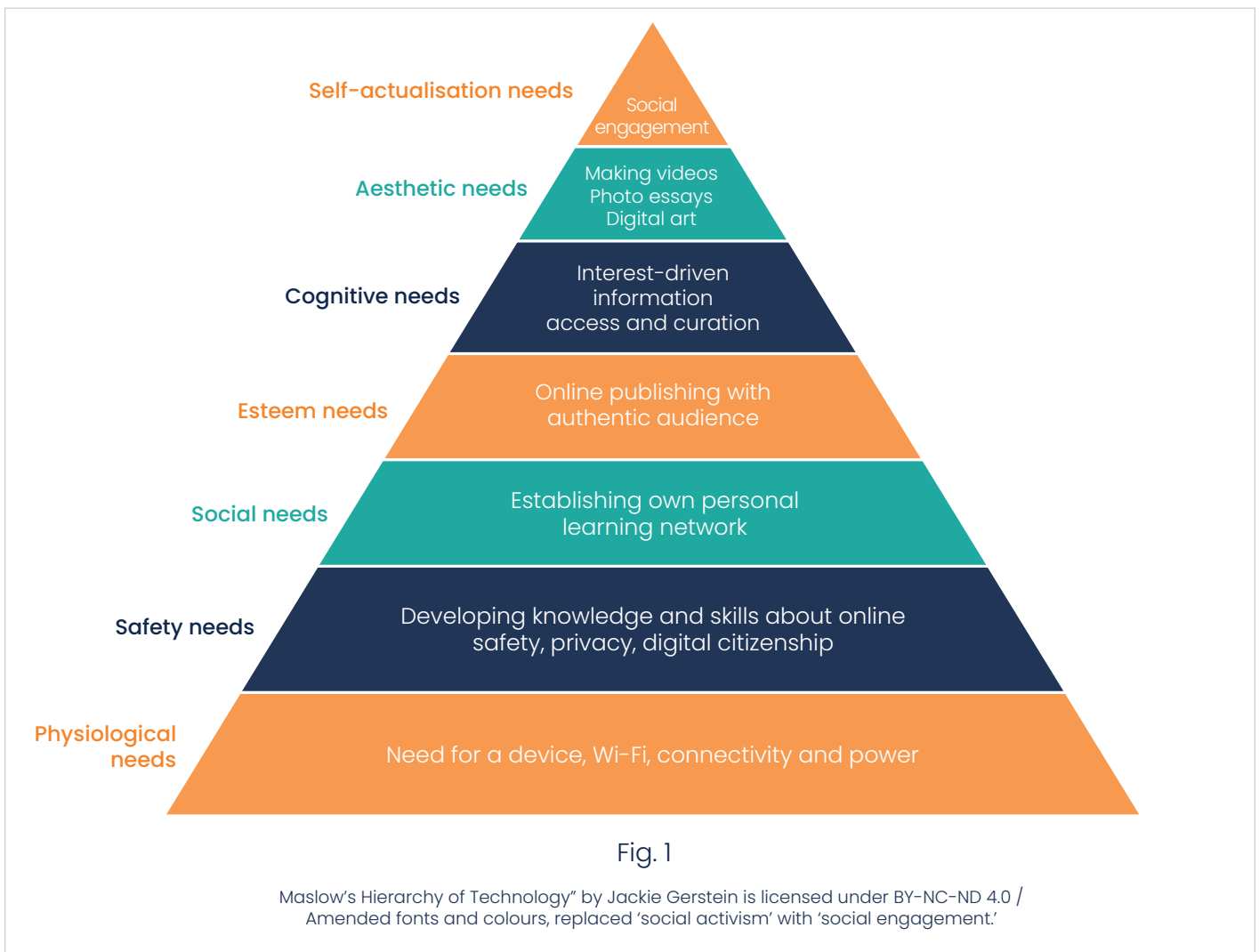
Introduction

Schools function in a fast-changing digital world. Teachers and pupils are exposed to technology in their everyday lives. Schools need to keep pace with this external and relentless change. Types of technology are constantly evolving, and it is difficult to keep up to date with the latest developments, let alone contemplate how they will benefit teaching and learning. School leaders need to balance this imperative to provide their pupils with access to Education Technology (EdTech) whilst meeting the requirements of current school accountability measures.

This briefing paper intends to support school leaders in this process and provide support for key leadership decisions relating to the purchase, implementation and use of education technology.

Figure 1 shows how the theoretical concept of Maslow's hierarchy of needs has been adapted to encompass EdTech. For example, physiological needs (in the original model) are exemplified in the EdTech model as the need for a device, Wi-Fi, connectivity, and power.

Self-actualisation refers to the highest level of development, where a person can **realise their full potential and achieve a sense of fulfilment and growth**. In the EdTech version of the hierarchy of needs, this is explained through a person's (or pupil's) capacity to engage with society via technology; such as discovering opportunities for community service, using social media to promote a cause, or engaging in current local, national or international issues.



The diagram demonstrates how EdTech infrastructure, such as the need for a device, Wi-Fi, connectivity, and power, form the foundation for developing a pupil's higher EdTech needs, enabling them to **fulfil their potential in the digital world**. This report will assess how well these basic needs are being met within the UK schools system and **provide helpful advice for school leaders**.

During the authors' visits to schools and involvement in the Department for Education's EdTech Demonstrator Programme, leaders indicated that they are struggling to find **independent advice on the overall state of EdTech** and the use of technology in schools. They also highlighted the **need for contextual information to inform EdTech decisions** and overall strategy. School leaders (and where appropriate Multi-Academy Trust leaders) will need to view the data and subsequent leadership questions in light of the national context presented in these findings.

Since the decentralisation of strategic research, guidance and support for schools by the UK government, there is little up-to-date annual research into how schools are purchasing and

utilising technology for their core functions in England. There is, however, an EdTech survey which canvasses the views of many school leaders across the UK. This survey is carried out by British Educational Suppliers Association (BESA). In this briefing paper, BESA has kindly made relevant aspects of their national data available to school leaders. Naace is an independent organisation that provides EdTech guidance and support to schools and educationalists. Both organisations have collaborated to produce this briefing document for school leaders.

The purpose of this briefing paper is to:

- ✓ Indicate current trends in EdTech implementation and use in schools.
- ✓ Present school leaders with a national context to help leaders make their decisions at a school level.
- ✓ Provide key leadership questions which might prompt leadership EdTech strategic considerations.

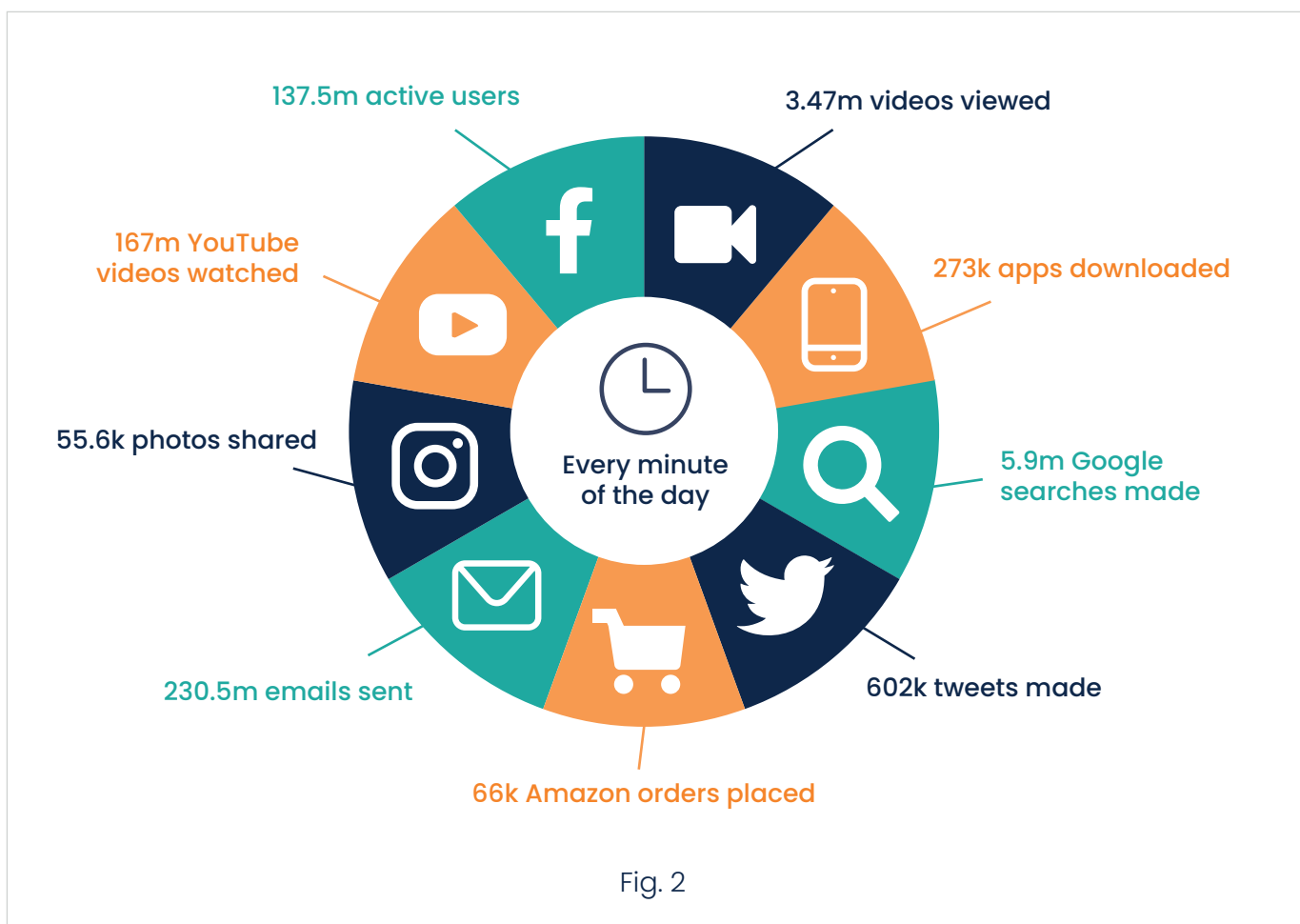


Fig. 2

Challenges for school leaders

This section of the paper examines the key EdTech challenges identified by technology leads for 2022 – 2023.

Whilst 14% of primary and 11% of secondary participants identified no significant challenges an overwhelming majority of school leaders identified one or more of the following issues as cause for concern:

- **Securing funds** to spend on EdTech.
- **Improving broadband** and/or Wi-Fi.
- Sourcing **relevant and effective digital content**.
- Improving availability and **effective use of a learning platform**.
- Improving availability and **effective use of assessment software**.
- Ensuring **adequate training** for teachers using the school's EdTech resources.
- **Replacing old and ineffective computers**.

What are the key ICT challenges over the next 12 months? (Primary/Secondary)

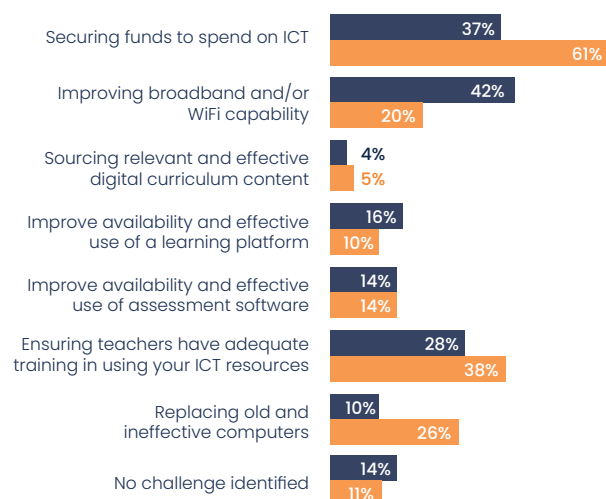


Fig. 3

The main challenge, identified by secondary school leaders, was securing adequate funds to spend on EdTech (61%) followed by providing effective EdTech training (38%). For primary leaders, improving broadband and/or Wi-Fi capability (42%) was the most pressing challenge followed by securing funds (37%). The survey suggests that securing adequate funds to invest in EdTech is a significant challenge across both sectors.

Other key challenges relating to EdTech include:

- Adequate and effective training in the use of EdTech resources (28% primary and 38% secondary). This 10% difference reflects the historical challenges experienced by the secondary sector in providing training for its large and diverse staff.
- Replacing old and ineffective computers is an increasing challenge for schools due to the increased expectation of their staff and pupils to use up-to-date technology. This is particularly evident in the secondary sector (26%) where a larger number of devices require constant upgrading, and a strategic rolling replacement plan is required to manage the scale of replacement. 10% of primary school leaders identified device replacement as a challenge.

Key Leadership Questions

- ✓ Have key EdTech challenges been identified for your school?
- ✓ How do your EdTech challenges compare to those identified in the national picture?
- ✓ Is securing funds to spend on EdTech a key challenge for your school?
- ✓ How robust is your broadband and Wi-Fi infrastructure? Will it be able to cope with increased demands from additional devices?
- ✓ How frequently does your school review its broadband and Wi-Fi provision for capacity and value for money?
- ✓ Is providing adequate and effective EdTech training a key challenge for your EdTech strategic plan?
- ✓ Does your school have a funded rolling replacement plan for replacing and upgrading both teacher and pupil devices?
- ✓ Do you have as a priority - maintaining and upgrading our system software and learning platforms (for both Teaching and Learning and school business functions)?
- ✓ Is digital content purchasing a priority for your school?
- ✓ Is spending on assessment systems a priority for your school?

Trends in spending and investment

The accompanying infographics outline the total level of EdTech spending and give an illustrative breakdown of the main elements of that spend. Key areas of expenditure identified were: computing devices (staff and pupils), peripherals and networking, system software (including Microsoft 365 Education or Google Workspace for Education), technical support, and other unspecified expenditures. Both primary and secondary sectors reported a decrease in EdTech budgets in 2022/23 and 2023/24.

Fig. 4a: ICT Budget (Primary)

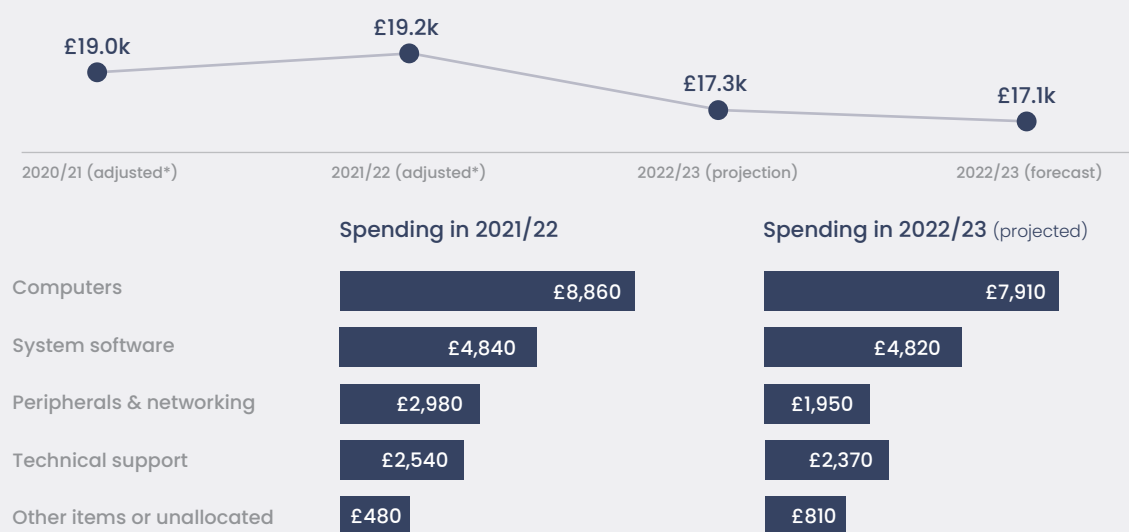
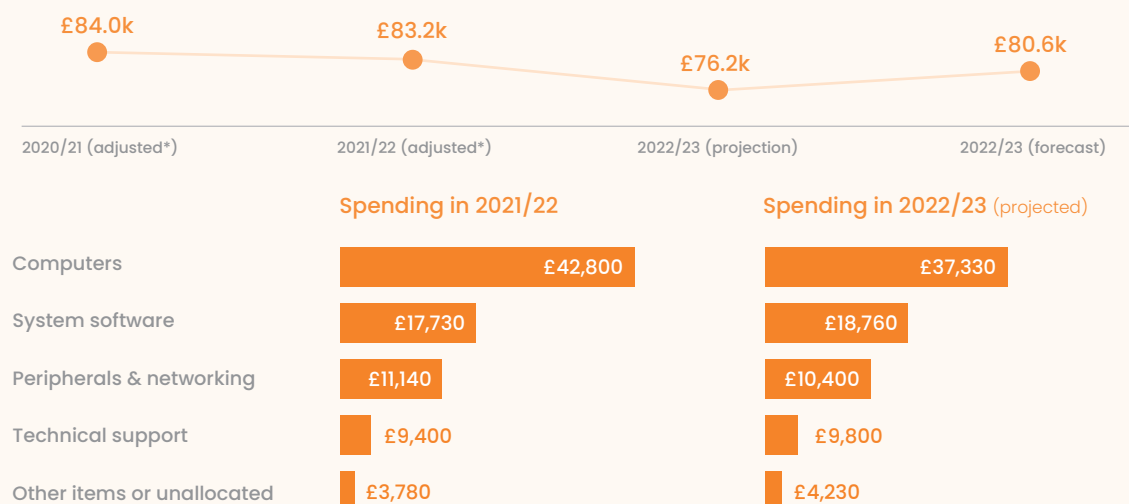


Fig. 4b: ICT Budget (Secondary)



*Includes any adjustments schools made mid-year due to the impact of COVID-19 and school closures

Primary (Figure 4a)

The average EdTech budget for a primary school is currently £19,000. The majority of this (£8,860) is spent on **devices for staff and pupils**. System software, such as subscriptions for Microsoft 365 Education or Google Workspace for Education, typically costs in the region of £4,500 - £5,000. Funds allocated to **technical support** (£2,540) and peripherals & networking (£2,980) are comparatively low. Trends in projected expenditure show a decrease of 10% in 2022/23 and a further 1% in 2023/24 leaving an average of £17,100 to spend on EdTech.

Secondary (Figure 4b)

The average EdTech budget for secondary schools is currently £84,000. The majority (£42,800) is spent on **devices for staff and pupils**. System software, such as subscriptions for Microsoft 365 Education or Google Workspace for Education, has an average indicated cost of £17,730. Funds allocated to **technical support** (£9,400) and peripherals & networking (£11,140) are comparatively low. The trends in projected expenditure show a decrease of 8% in 2022/23 uplifted by 6% in 2023/24 leaving an average of £80,600 to spend on EdTech.

Other key points relating to overall EdTech budgets include:

- There is a forecast downward trend in EdTech budgets for the primary sector.
- There is a downward trend in the EdTech budget for the secondary sector, but is projected to uplift in 2023/24 as schools seek to renew outdated hardware.
- Projections were made before schools became aware of the global inflationary crisis.

How well-resourced are schools in three key areas – computing devices, Wi-Fi, and broadband connectivity?

Schools were asked how well-resourced they were likely to be in the categories of devices, Wi-Fi, and broadband connectivity. Investment trends indicate that schools find it **increasingly challenging to identify sufficient funds** to deliver their EdTech strategy. If schools decrease their investments in educational technology, **they may struggle to maintain and upgrade** their current hardware and software. However, school leaders need to consider that investing in EdTech early on could save money in the long run.

Primary

Investments made in 2020 and 2021 suggest more schools consider themselves **well-resourced with devices and broadband connectivity**. However, by 2023 fewer primary schools are likely to feel well-resourced. This suggests that **investments will not keep up with their EdTech needs**. The number of primary schools regarding themselves as well-resourced in Wi-Fi connectivity is falling for the second year in a row.

How well-resourced are schools with key ICT investments? (Primary)

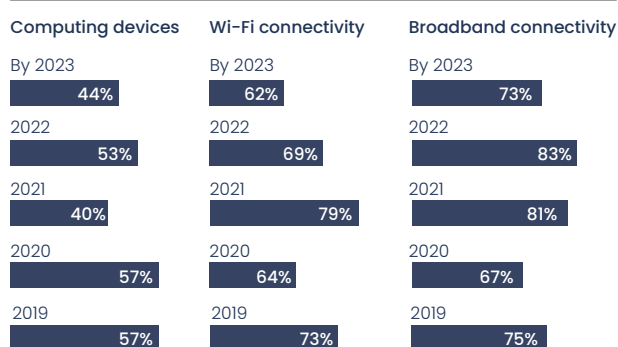


Fig. 5

Secondary

Secondary schools predict that by 2023 they will be less well-resourced with computing devices. A contributing factor will be the need to decommission older devices and increase the overall number of devices available for pupils. Wi-Fi connectivity is a concern for nearly a third of secondary schools as those predicting that they are well-resourced falls for another year.

How well-resourced are schools with key ICT investments? (Secondary)

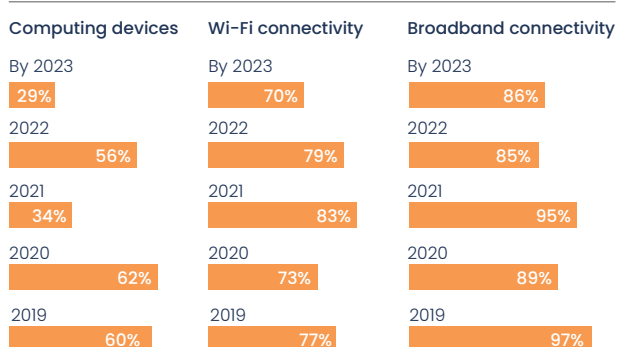


Fig. 6

Key Leadership Questions

- ✓✓✓ How does my school's overall EdTech funding match the national average identified in this survey?
- ✓✓✓ Does your school's funding for computers, peripherals and networking, system software and technical support match the levels shown in the national average?
- ✓✓✓ How does your school's ability to maintain EdTech investments compare to the national picture?
- ✓✓✓ Does your school have a long-term (3-5 year) strategic plan for EdTech investments?
- ✓✓✓ Has your overall school budget situation impacted your EdTech investments (positive or negative)?
- ✓✓✓ How do the current issues, relating to EdTech provision in my school, match with national trends?
- ✓✓✓ Does your school have sufficient provision for core broadband and Wi-Fi Infrastructure?
- ✓✓✓ Does your school have a long-term budget plan for updating and maintaining core infrastructures such as broadband, Wi-Fi, and display technology?
- ✓✓✓ Does your school have a strategic plan to move from on-premises servers to cloud-based technology?
- ✓✓✓ Does my school still need to resource a fixed computer provision using desktop machines?
- ✓✓✓ Does my school provide a variety of learner devices to match the needs of the curriculum?
- ✓✓✓ Does my school have a sufficient range of digital content? How is this targeted to support impact on pupil outcomes?



Infrastructure and Associated Standards

Networking and Peripherals

In the BESA survey, the term *Networking and Peripherals* includes expenditure on classroom displays, printers, Wi-Fi access points, cabling etc. Spending on large displays is likely to account for most expenditure in this section (the cost of a typical interactive flat panel is £1,600–2,500 depending on make and size). Expenditure on Wi-fi and cabling tends to take place in five-year cycles and may be paid for by monies set aside over that period.

What are the recent trends in spending on networking & peripherals? (Primary/Secondary)

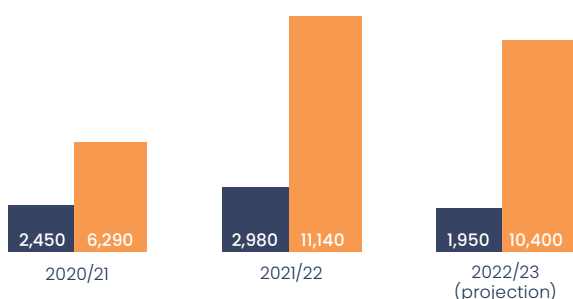


Fig. 7

In the primary sector, spending on networking and peripherals has increased slightly in 2021/22, though is projected to fall considerably (-34%) in 2022/23.

In the secondary sector, spending in 2020/21 was substantially lower than in previous years, though appears to have returned to normal the following year and is projected to stay relatively similar through 2022/23.

Technical support

Maintaining a sufficient level of technical support for both hardware and software **should be regarded as an essential element** of any school's EdTech strategy. Whether this support is procured via a Service Level Agreement (SLA) or by employing a technician between schools, the **EdTech needs** of teaching staff and pupils **must be adequately supported** so that they can **focus on teaching and learning**.

Schools should be aware of the shift from on-premise servers, network, printing, and device management to a cloud-based system. The skillset

of technical support should be reviewed to enable this transition to the cloud.

BESA asked schools to indicate their annual level of expenditure on technical support. Please note that the averages shown in the accompanying graphs do not include expenditures where schools employ their own technician or engage with a managed service.

To provide a context for the data (Figure 8), school leaders should note that the typical cost for a visiting technician for a half-day per week is currently in the range of £4,500 – £6,500 (depending on the level of support required and the seniority of the technician).

In the primary sector, per-school spending on technical support is falling and is predicted to average below £2,500 in 2022/23 (this is sufficient only to procure a half day per fortnight of remote support).

In the secondary sector, the trend of expenditure is remaining broadly the same at a level of £9,800 per school. More schools are transitioning to managed services – the cost of which is not included in this data.

What are the recent trends in spending on technical support?

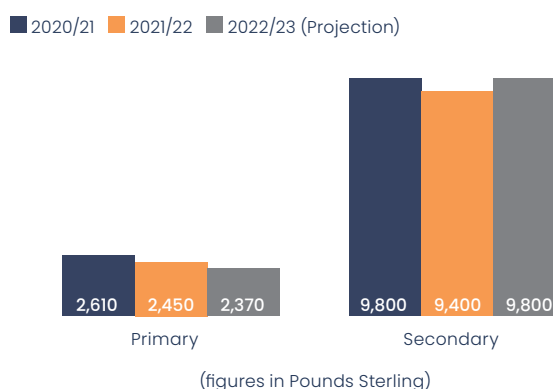


Fig. 8

The Department for Education's Digital and Technology Standards

School leaders should be aware that the Department for Education (DfE) has published a set of Digital and Technology Standards designed to assist English schools and their technical support providers. These standards serve as guidelines to **help schools choose the appropriate digital infrastructure and technology**. Adhering to these standards can help schools **make more informed technology decisions**, leading to **safer and more cost-effective practices**, and may **unlock new learning opportunities for pupils**. These standards should be used by all individuals involved in the planning and use of technology within schools, including IT staff, senior leadership teams, teachers, technical advisers, and suppliers.

The current standards can help schools with:

- Budgeting for technology procurement and maintenance.
- Buying technology equipment and services.
- renewing a contract with a technology provider to ensure their purchases meet needs.
- Correctly installing new equipment.

To what extent is your school meeting the requirements of the DfE's *Digital and Technology Standards?* (Primary/Secondary)

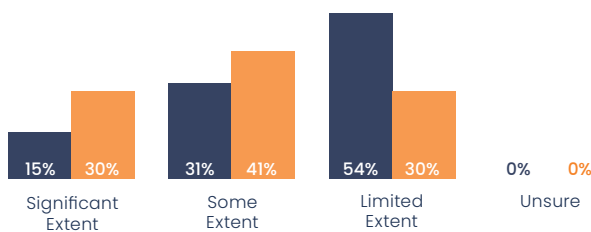


Fig. 9

Half of primary schools feel they meet the requirements of the standards to a limited extent, with 15% saying they meet the requirements to a significant extent.

A third of secondary schools are likely to meet requirements to a significant extent with, similarly, a third meeting the requirements to a limited extent.

Schools in England have not had any such digital and technology standards before. The data shows a positive picture with 46% of primary schools meeting the standards to some or a significant extent and 71% of secondary schools meeting the standards to some or a significant extent.

Key Leadership Questions

- ✓ Have you recently carried out an audit of your classroom display technology?
- ✓ Has your school transitioned to flat panel displays (interactive or not)?
- ✓ Does your school have a rolling programme for replacing classroom display screens?
- ✓ Have you recently carried out a technical assessment of your networking infrastructure to identify potential bottlenecks and failure points?
- ✓ Does your school set aside funds to upgrade your school networking (Wi-Fi, cabling and switches) in a rolling strategic planned way?
- ✓ Does your school have a strategic plan to transition to cloud-based infrastructure?
- ✓ Does your school have sufficient technical support for your hardware and software?
- ✓ Have you recently reviewed the effectiveness and value for money of your technical support provision?
- ✓ Has your school used the DfE Digital and Technology Standards?
- ✓ To what extent does your school meet those Standards?

Meeting digital and technology standards in schools and colleges



Helping you understand what you need to get your technology to the right standard, maintain security and support online safety. Find out more by searching 'digital and technology standards' on gov.uk

We are setting standards so that school, college and trust leaders know what they need to do to get their technology in good shape. We will be releasing more standards throughout the year.

Meeting them can help you make more informed decisions about technology leading to safer, more efficient practices and new learning opportunities for students.

The standards are to be used by everyone involved in the planning and use of technology within schools and colleges, including:

- senior leadership teams
- IT staff
- suppliers

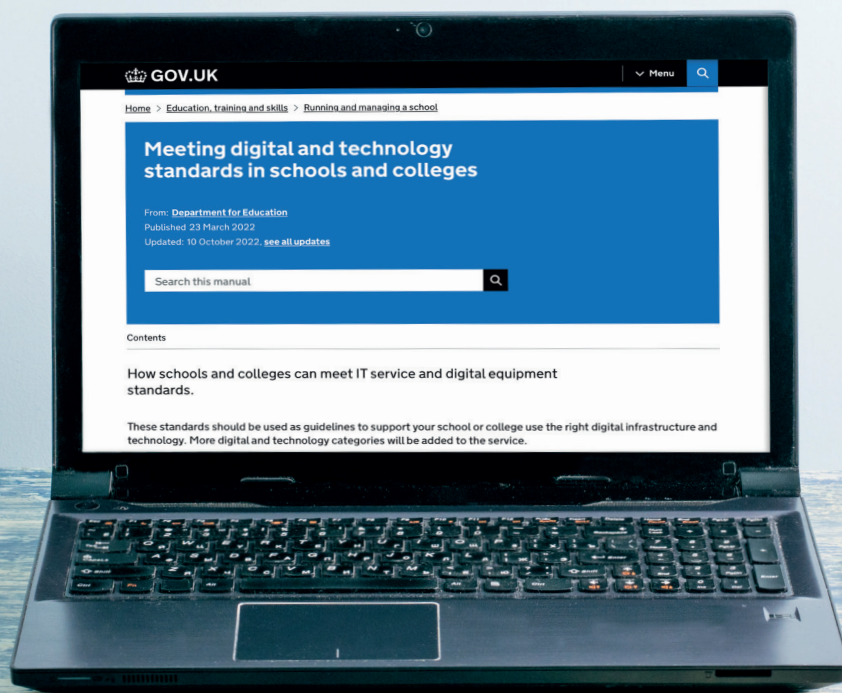
- technical advisers
- teachers

The standards can help your school or college with:

- budgeting for technology procurement and maintenance
- buying technology equipment and services
- renewing a contract with a technology provider to ensure their purchases meet your needs
- correctly installing new equipment

You should:

1. read each technology category and its standards
2. review the standards and see if your school or college meets them
3. speak with your ICT supplier or in-house support team to find out what can be done if you're not currently meeting the standards



Provision and Use

Overall Access

The following section relates to access, in school, to devices and the internet for both teachers and pupils. In the opinion of school leaders, it would appear that overall, **secondary schools are providing high levels of access to devices and the internet**, although this level has fallen since 2021. In primary schools, there is a lower perceived level of access to both devices and the internet. Although this improved from a low level in 2020 it has still not reached the same levels as those in secondary schools.

Key Leadership Questions

- ✓ As a school leader do you feel it is important for all staff and pupils to have access to an up-to-date device and an efficient internet connection to enable teaching and learning?
- ✓ Does your school provide an overall appropriate level of access to devices and internet for both teachers and pupils?
- ✓ Is the level of access to devices and the internet equitable?

EdTech Access for Teachers

Primary

In 2018, 79% of primary schools reported having good access to devices for their teachers. However, by 2020, this had dropped to 69%. This improved by 2021 as primary schools worked to provide their staff with the necessary technology for remote learning. Throughout this period, internet access in primary schools fluctuated slightly between 83% and 86%, which is on average 10% lower than in secondary schools.

Do teachers have good access to devices and the internet? (Primary)

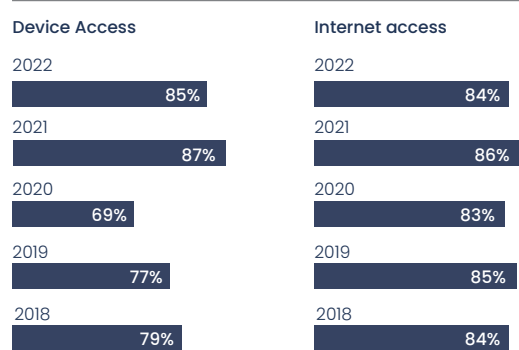


Fig. 10

Secondary

In 2018, a high percentage of secondary schools (around 75%) reported having good access to devices for their teachers. However, by 2019 and through 2020, only about half of secondary schools were reporting good access to devices. This situation improved significantly by the time of the 2021 review and has remained consistent through 2022. Throughout this period, internet access for teachers in secondary schools has been generally good.

Do teachers have good access to devices and the internet? (Secondary)

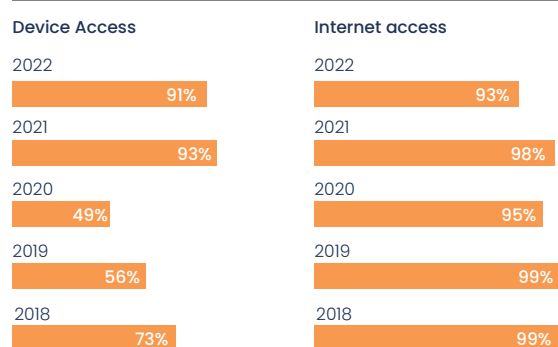


Fig. 11

EdTech Access for Pupils

Primary

There was a significant concern in 2020 that pupils did not have good access to PCs, which was rectified to some extent by the following year. However, **access is coming under pressure again**, with the proportion of pupils with good access falling below the levels identified in 2018. **Reliable internet access has continued to slowly improve**, but with some regression to just 63% in 2022. For primary school pupils, the level of access to devices was concerning low at 28% in 2020 though improved slightly in 2021, this may be thanks to the Government's Get Help with Technology Programme providing disadvantaged pupils with devices. The level of access has fallen in 2022, showing that less than half of primary school pupils have access to a device.

Do pupils have good access to devices and the internet? (Primary)

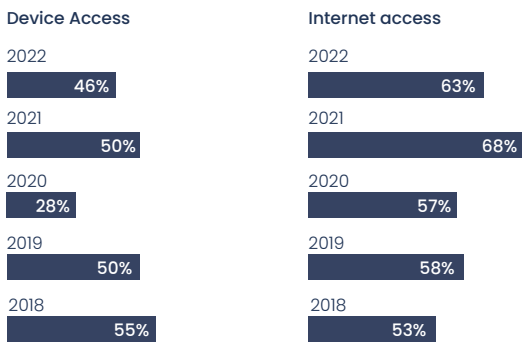


Fig. 12

Secondary

While pupil device access was deemed good in over three-quarters of secondary schools in 2018, the picture began to deteriorate the following year and plunged by 2020 when schools closed due to the pandemic. Although **there have been significant investments in pupil devices**, school leaders continue to report low levels of suitable access to devices in the secondary sector. In 2022 just 40% of pupils have access to a device to enhance their learning. In contrast, pupil internet access has remained comparatively good – although between 2020 and 2022 levels of access for pupils dropped by 20% to just 72%.

Do pupils have good access to devices and the internet? (Secondary)

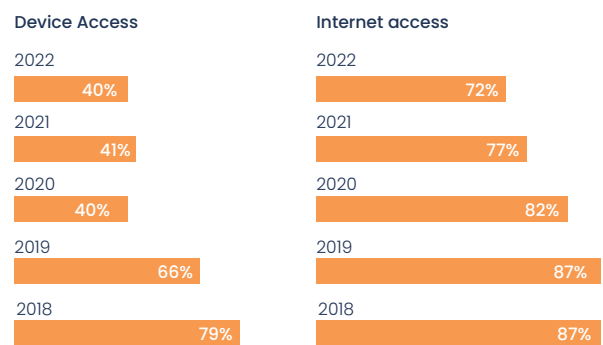


Fig. 13

EdTech usage by pupils (including display-based lessons)

Schools are trying to balance their EdTech provision to **enable pupils to experience the three strands of the National Curriculum for Computing** – information technology, digital literacy and computer science. This is in addition to lessons where the internet and core software is used to enhance teaching and learning. Overall levels vary between primary 37% and secondary 60%. It is not apparent from the survey how much 'hands-on' time pupils are receiving.

Primary

Primary schools are indicating a decline in the amount of time EdTech is used in the classroom when compared to pre-pandemic levels.

Although the latest results show some increase and schools continue to report expansion in spending on digital content resources, many in the sector are currently focusing on using traditional methods in their teaching. Between 2018 and 2022, there has been a decline of 13% in the level of exposure to EdTech in the primary sector.

How much time do pupils spend exposed to ICT (Primary)

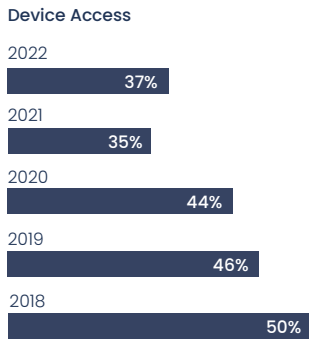


Fig. 14

Secondary

The use of EdTech in the classroom has remained stagnant, despite an increase in spending on digital learning resources. However, recent data shows that schools are starting to break this pattern, with a 5% increase in the amount of time spent on EdTech over the last year. This is likely due to the implementation of remote teaching practices, which were introduced during the pandemic, being transferred back into the classroom. From 2018 to 2022, there has been a 7% increase in the use of EdTech in secondary education.

How much time do pupils spend exposed to ICT (Secondary)

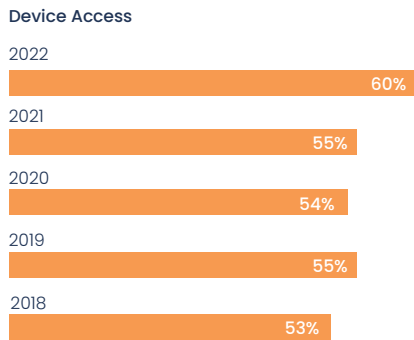


Fig. 15

Key Leadership Questions

- ✓✓✓ Do all of my staff have the appropriate access to computers that they need to fulfil their key functions?
- ✓✓✓ Has my school maintained the provision of a teacher device for professional duties?
- ✓✓✓ Have issues surrounding staff – Bring Your Own Device (BYOD) been explored?
- ✓✓✓ Do all of my pupils have appropriate access to computers for their learning?
- ✓✓✓ What is the level of this access?
- ✓✓✓ Do I have a variety of device types available to all pupils?
- ✓✓✓ Have I considered which devices are best suited to the particular curriculum objectives?
- ✓✓✓ Is the level of access to the Internet for my staff fit for purpose?
- ✓✓✓ Is there internet access in all areas of the school and all departments?
- ✓✓✓ Is the speed of the internet sufficient in all areas?
- ✓✓✓ Can all of my pupils access the internet on demand in all areas of the school?
- ✓✓✓ Is fast internet access enabling or hindering teaching and learning in my school?

Quick Audit Tool

The Quick Audit tool is a useful starting point for school leaders who want to plan and implement effective EdTech solutions in schools. It provides a concise overview of the main aspects to be considered before investing in EdTech such as the needs, vision, goals, and resources. By reviewing these questions against your schools existing EdTech strategy, school leaders can gain a better understanding of their current situation and identify strengths and areas for improvement.

The Key Leadership Questions, presented at the end of each chapter, offer further guidance and examples on how to address each aspect of EdTech planning. Combined, the Quick Audit tool and Key Leadership Questions are designed to help school leaders to develop a comprehensive and strategic plan for EdTech investment that aligns with their school's vision and priorities.

EdTech Challenges for School Leaders

- Have you identified the key EdTech Challenges for your school?
- How do your school's EdTech challenges compare to the national picture?
- How frequently do you carry out an EdTech review?
- Do you have a long-term (3-5 year) strategic plan for our EdTech investments?
- Are you allocating an ongoing budget for underlying infrastructure maintenance and replacement? (e.g. system software, Wi-Fi, administration, display technologies and teacher and pupil devices)

Trends in EdTech Spending and Investment

- Has your school's investment in EdTech increased or decreased over the past four years?
- Do you link investment in EdTech to teacher performance management and pupil outcomes?
- Does your school have a long-term budget plan for updating and maintaining core infrastructures such as broadband, WiFi, and display technology?
- Does your school have a strategic plan to move from on-premises servers to cloud-based technology?
- Does my school still need to resource a fixed computer provision using desktop machines?

EdTech Infrastructure and Associated Standards

- Do you believe that teachers and pupils should all have access to a device and the internet wherever they are working in school?
- Does my school provide an equitable and appropriate level of access for both teachers and pupils?
- Does your school provide a variety of learner devices to match the needs of the curriculum?
- Does your school have sufficient core broadband and Wi-Fi provision?
- Does your school still need to resource a fixed ICT provision with desktop machines?

EdTech Provision and Use

- When did your school last complete an audit of pupil use of EdTech during a typical week?
- Do you have a notional target for the time that your pupils use EdTech during the school week?
- Has your school established incremental expectations for the level of pupil use of EdTech?
- Is pupil use of EdTech in your school equitable?
- Has your school recently reviewed its content purchases and subscriptions to ensure they are being used, providing value for money, and contributing to an improvement in pupil outcomes?

Authors of the Briefing Paper

Gavin Hawkins worked in Wolverhampton schools as a teacher, subject specialist and senior leader for 18 years.

In 2008 he was seconded to Wolverhampton's Learning Technologies Team to support schools in implementing EdTech and associated pedagogies. The Learning Technologies Team were awarded the BETT Award in 2010 and 2013 for Services to Schools

Gavin formed Squirrel Learning Limited in 2018, a company supporting schools to embed technology across the curriculum. Squirrel Learning has developed a range of products, resources and professional development programmes designed to support schools in their approach to EdTech and was awarded a BETT award in 2021.

Gavin is a Board Member of NAACE (the Education Technology Association), holds the National Professional Qualification for Headship, is a Member of the British Computer Society, a Member of the Chartered College of Teaching and a Fellow of the Royal Geographical Society.

Dave Whyley is CEO of his own successful technology consultancy company and works with a number of UK and global clients, including schools, education establishments and multi-national technology companies.

Having over 35 years of experience as an educationalist in the City of Wolverhampton means his work is firmly rooted in hands on pedagogy. He is a former Primary Headteacher and leader of the BETT Award winning Wolverhampton City Learning Technologies Team.

Regarded as one of most significant innovators on his field, his individual contribution has been recognised with an Honorary Doctorate of Technology by Wolverhampton University. He has also received the Mobile Learning Impact Award (USA), two BETT awards and the inaugural lifetime achievement award from the e-Learning Foundation. He is currently a member of NAACE.

About BESA

BESA is a trade association. We work on behalf of our members to support UK-based companies that supply goods and services to the education sector. We lobby Government and decision-makers on policy issues, provide information, training and advice to our members and arrange and promote marketing opportunities and exhibitions for BESA members in the UK and internationally.

Our members include manufacturers and distributors of equipment, materials, teaching aids, books, consumables, furniture, technology, ICT hardware and digital content. Representing over 80% of commercial providers in the education sector.

Given that our members work with thousands of institutions across the education sector, we count ourselves as experts on best-practice procurement. We'd be glad to share our knowledge with schools and other educational institutions, so feel free to give us a call or email us at besa@besa.org.uk.

About Naace

We are a community of educators, technologists and policymakers who share a vision for the role of technology in advancing education. Our members include teachers, school leaders, advisors and consultants working within and across all phases of education in the UK and beyond. As a professional association, we represent the voice of the UK education technology community in the schools sector at a national and international level, as well as supporting one another across the sector through conferences, courses and the dissemination of resources, research and reflection. We play a key role in both members' professional development, through the challenge and support of a community of practice, and the development of the profession as a whole, through the sharing of innovation and expertise. To find out more about becoming a member of our organisation please visit www.naace.co.uk for more details.

Relevance

Independent longitudinal research into the use of technology in schools has been a priority of BESA for over a quarter of a century, and the research on which this paper is based comes from the Association's 18th in a series of annual surveys which aim to identify the provision and use of EdTech in the primary and secondary sectors. The key points which indicate the relevance of the data are:

- A sample size of 836 primary and 546 secondary schools formed the basis of this research.
- The survey is representative of 20,820 primary and 4,200 secondary schools in the UK.
- Please note this survey does not include nursery provision or special schools.
- Schools are indexed to reduce bias towards more technologically advanced schools.
- The survey provides a representative view of the schools sector, ensuring a broad spread of responses from across the UK, school size profiling and split by sector and school type. The regional breakdown ensures there is no strong bias towards any particular region across the UK.
- There is a wide range of responses representing schools from the ITL 1 regions of the United Kingdom.

Key leadership questions

- ✓ Reassure yourself of the robustness and validity of the data source for this paper.
- ✓ Feel comfortable that you can use the findings of this survey to provide a contextual reference for EdTech in your school.

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BESA's FREE EdTech lending platform for schools

Finding the right EdTech for your school can be difficult.

- How can you save time searching for the EdTech solution that will make a difference?
- Who do you turn to for advice?
- How can you ensure you are working with the most trusted supplier?

Developed with the backing of the Department for Education, BESA's LendED is here to help

LendED aims to bring you the best EdTech supported by case studies from reliable suppliers you can trust - all suppliers are committed to BESA's Code of Practice.



At BESA, we think that it is really important for school leaders and teachers to be able to explore new products in your own time - to give them a try and to test them out before making a final decision to purchase. That is why every product on the LendED site can be trialled without any obligation to buy.

For more information and free trials visit
www.LendED.org.uk



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Education Technology Briefing Paper

Education Technology Implementation and use in Schools (2023)

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Based on data from the BESA 2022 ICT in UK Maintained Schools Research

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